

Maryland Technology Standards for School Administrators

The *Maryland Technology Standards for School Administrators* have been adapted from the *National Educational Technology Standards for Administrators* (ISTE, 2001) by the *Maryland Online Technology Profile for Administrators and Teachers Consortium*. These standards have been designed to support school-based administrators as they work to use technology effectively in all aspects of the administration of their schools.

I. LEADERSHIP AND VISION

A school administrator inspires a shared vision for the comprehensive integration of technology into the work of the school and fosters an environment and culture conducive to the realization of that vision. A school administrator:

- A. facilitates the development of a shared vision for school-wide technology use and widely communicates that vision.
- B. monitors the *School Improvement Plan* to ensure effective integration with technology that is aligned with the district's *Master Plan*.
- C. fosters and maintains a school-wide culture of responsible risk-taking that promotes the innovative use of technology.

II. TEACHING AND LEARNING

A school administrator ensures the integration of appropriate technologies in instruction and learning environments to maximize student achievement. A school administrator:

- A. facilitates the use of technology to collect and analyze data from multiple sources to improve classroom instruction and student learning.
- B. ensures access to high quality professional development aligned with the *Maryland Teacher Professional Development Standards* to address the *Maryland Technology Standards for Students* and the *Maryland Teacher Technology Standards*.
- C. supports the use of assistive technology to ensure equity and access to the curriculum.
- D. promotes student-centered learning environments that use technology to differentiate instruction to meet the diverse needs of learners.
- E. supports the effective use of a variety of technologies to facilitate collaboration in teaching and learning.
- F. promotes research-based practices in the use of technologies to develop skills necessary for success in the 21st century.

III. DATA-DRIVEN DECISION MAKING

A school administrator uses technology to access and analyze multiple sources of data to make decisions affecting the development and implementation of the School Improvement Plan. A school administrator:

- A. uses technology to access and analyze multiple sources of data to make programmatic decisions about curriculum and instruction.
- B. uses technology to access and analyze multiple sources of data to develop and monitor budgets.
- C. uses technology to access and analyze multiple sources of data to make informed decisions about staffing and scheduling.
- D. uses technology to access and analyze multiple sources of data to plan and implement home and community services.

IV. MANAGEMENT AND OPERATIONS

A school administrator supports the use of technology for the management and operations of the school. A school administrator:

- A. implements district guidelines to ensure effective use of technologies.
- B. leverages financial resources to support the effective use of technology.
- C. allocates human resources to support the effective use of technology.
- D. leverages physical and material resources to support the effective use of technology.
- E. ensures the use of technology-based integrated management systems to successfully facilitate school operations.
- F. supports the use of technology to communicate relevant information about school operations with home and community.

V. PROFESSIONAL PRACTICE AND PRODUCTIVITY

A school administrator uses technology to enhance professional practice and to increase personal productivity. A school administrator:

- A. models the routine, purposeful, and effective use of technology.
- B. uses technology effectively for communication and collaboration.
- C. engages in sustained professional development in the use of technology.
- D. maintains an awareness of emerging technologies and their potential uses in education.

VI. SOCIAL, LEGAL, AND ETHICAL ISSUES

A school administrator understands the social, legal, and ethical issues related to technology use and ensures responsible adherence to acceptable practices. A school administrator:

- A. ensures equity of access to technology resources for students, teachers and staff.
- B. communicates, models, and enforces responsible use of technology as outlined in the district's acceptable use policy and in copyright and intellectual property law.
- C. promotes and enforces privacy, security, and online safety related to the use of technology.
- D. promotes and enforces environmentally safe and healthy practices in the use of technology.